DOCUMENT RESUME

ED 441 637 RC 022 414

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TITLE Teaching in a Cold and Windy Place: Change in an Inuit School.
ISBN ISBN-0-8020-8030-8
PUB DATE 1998-00-00
NOTE 153p.
AVAILABLE FROM University of Toronto Press, 10 St. Mary Street, Suite 700, Toronto, ON M4Y 2W8, Canada (cloth: ISBN-0-8020-4168-X, $55.00; paper: ISBN-0-8020-8030-8, $17.95; plus shipping). Tel: 800-565-9523 (Toll Free); e-mail utpbooks@utpress.utoronto.ca.
PUB TYPE Books (010) -- Opinion Papers (120) -- Reports - Descriptive (141)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Administrator Role; *American Indian Education; Bilingual Education; Canada Natives; Change Strategies; Culturally Relevant Education; Educational Change; Educational Practices; Elementary Secondary Education; *Eskimos; Foreign Countries; Geographic Isolation; Indigenous Personnel; *Native Language Instruction; Personal Narratives; Principals; School Community Relationship; School Culture; Teacher Administrator Relationship; *Teacher Student Relationship
IDENTIFIERS *Baffin Island

ABSTRACT

In 1987, the author accepted the position of principal/program-support teacher in the Inuit community of Anurapaktuq in the Baffin Island region of Nunavut, Canada. In the 4 years she spent there, positive changes occurred in the K-9 school and community. This book recounts how and why this was achieved. Chapter 1 describes the psychological context, research design, methodology, and development of the book. Chapter 2 describes the history, ecology, and sociology of the community, and the author's previous experiences as a primary teacher and special education programmer. Chapter 3 discusses major changes effected at the school: improved attendance; increased student commitment; increased cognitive and language development, particularly in Inuktitut; and increased numbers of Inuit educators in the school. Chapter 4 discusses the instructional strategies that led to change in the school: teaming and theming, learning centers, small-group instruction, consideration of the Inuit perspective, the use of Inuktitut in the school, parental involvement, and assessment and tracking of students. Chapter 5 contains five sections about staffing: increasing the number of Inuit educators at the school, teacher development, increasing language and culture in the school, cross-cultural issues related to being a non-Inuit in an Inuit school, and the creative allocation of staff. Chapter 6 has three sections devoted to the role of the principal: philosophical orientation, the use of time, and the ethic of caring. The epilogue recaps insights into education change. Two appendices present the Anurapaktuq school goals and discipline policy, based on "Catching 'Em Being Good." (Contains 76 references and an index.) (TD)

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